

## Association of Indian Universities

**AIU 95<sup>th</sup> East Zone Vice Chancellors' Conference 2020-21**

**January 18-19, 2021**

**Hosted on Virtual Platform by JIS University, Kolkata**

### Concept Paper

**Theme: *Equity and Access in Higher Education Including Promotion of Indian Languages, Art & Culture***

#### Technical Sessions:

**Technical Session–I: *Promoting Equity and Inclusion in Higher Education: Challenges & Solutions***

**Technical Session–II: *Adult Education and Life Long Learning***

**Technical Session–III: *Promotion of Indian Languages, Arts and Culture***

#### Introduction

The Association of Indian Universities (AIU) organizes Zonal Meets of Vice Chancellors every year wherein issues relating to higher education are discussed. Recommendations of the Zonal Vice Chancellors' Meets are considered in the Annual Meeting of the Association. In the Zonal Vice Chancellors' Meet more than 200 Vice Chancellors/Directors of member Universities/Institutions apart from some educationists, representatives of UGC, MHRD and apex bodies are expected to participate.

The Governing Council of Association of Indian Universities in its 361st Meeting held on November 05, 2020, recommended the theme for 95<sup>th</sup> AIU AGBM/ National Seminar as formulating "Implementation Strategy for NEP 2020". The five zonal conferences have been planned keeping the main theme in mind.

Accordingly, the proposed theme for AIU East Zone VCs Meet is "***Equity and Access in Higher Education Including Promotion of Indian Languages, Art & Culture***". However, in view of the wide spread impact of COVID-19 Pandemic and in the interest of the safety of academic fraternity, Association of Indian Universities proposes to hold Zonal Meets of Vice Chancellors through Virtual Mode.

#### **Technical Session I: *Promoting Equity and Inclusion in Higher Education: Challenges & Solutions***

#### **Recommendations in NEP 2020:**

Entry into quality higher education can open a vast array of possibilities that can lift both individuals as well as communities out of the cycles of disadvantage. For this reason, making quality higher education opportunities available to all individuals must be among the highest

priorities. This Policy envisions ensuring equitable access to quality education to all students, with a special emphasis on Socio-Economically Disadvantaged Groups (SEDGs).

The dynamics and also many of the reasons for exclusion of SEDGs from the education system are common across school and higher education sectors. Therefore, the approach to equity and inclusion must be common across school and higher education. Furthermore, there must be continuity across the stages to ensure sustainable reform. Thus, the policy initiatives required to meet the goals of equity and inclusion in higher education must be read in conjunction with those for school education.

There are certain facets of exclusion, that are particular to or substantially more intense in higher education. These must be addressed specifically, and include lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms.

For this purpose, additional actions that are specific to higher education shall be adopted by all Governments and HEIs: Steps to be taken by Governments (a) Earmark suitable Government funds for the education of SEDGs (b) Set clear targets for higher GER for SEDGs (c) Enhance gender balance in admissions to HEIs (d) Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of SEDGs (e) Develop and support high-quality HEIs that teach in local/Indian languages or bilingually (f) Provide more financial assistance and scholarships to SEDGs in both public and private HEIs (g) Conduct outreach programmes on higher education opportunities and scholarships among SEDGs (h) Develop and support technology tools for better participation and learning outcomes.

Steps to be taken by all HEIs (a) Mitigate opportunity costs and fees for pursuing higher education (b) Provide more financial assistance and scholarships to socio-economically disadvantaged students (c) Conduct outreach on higher education opportunities and scholarships (d) Make admissions processes more inclusive (e) Make curriculum more inclusive (f) Increase employability potential of higher education programmes (g) Develop more degree courses taught in Indian languages and bilingually (h) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly (i) Develop bridge courses for students that come from disadvantaged educational backgrounds (j) Provide socio-emotional and academic support and mentoring for all such students through suitable counselling and mentoring programmes (k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula (l) Strictly enforce all no-discrimination and anti-harassment rules (m) Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs, including but not limited to the above items.

## **Proposed Implementation Strategy**

### **Objectives to be achieved**

- To ensure equitable access to quality education to all students, with a special emphasis on SEDGs.
- To ensure equity and inclusion of SEDGs in both the schools and the higher education sector.
- To disseminate knowledge about higher education opportunities and career options among SEDGs.
- To set clear targets for higher GER for SEDGs.

- To enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of SEDGs.
- To facilitate the students who have low confidence level, unable to get coaching and not well equipped to face the entrance tests.

### **Action Points**

- Implement policy for student and faculty reservation in universities (HECI: NHERC by 2022)
- Reservations for economically poor candidates in HEIs to be implemented as per the newly established Reservation Policy (HEIs by 2023)
- Establish a policy for government financial assistance/scholarship to SEDGs for enrolment HEIs. Additional consideration to be given to remove financial barriers to enrolment in top accredited HEI (including IOEs) (HECI: HEGC by 2022)
- Develop incentives for industry/corporate entities to provide scholarships/ funding for SEDGs via their CSR initiatives (Ministry of Finance, Centre and State by 2022)
- Establishment of a mechanism for the Department of Education in HEIs to train teachers/school leaders and administrators of schools in the district/state/region (HEIs by 2023).
- Setup a process for school-based intervention to promote access to opportunities and prospects of STEM subjects along with social sciences and humanities among SEDGs (HEIs by 2023).
- Setup a process for centralised higher education counselling for SEDGs to create school to college pathways (Ministry of Education, Centre and State by 2022).
- Formulation of Institutional level curriculum assessment committee comprising faculty representatives from each of the existing departments and external members (HEIs by 2021).
- Based on the mapping analysis conducted by institutional curriculum assessment committee developing a holistic multiple disciplinary curriculum for various programmes/courses to be offered by the HEI as per the IDP (HEIs by 2025)
- Design courses with adequate weightage on subject specific component, research specific and value education and community project based components allowing for instilling ethos of global citizenship and while considering local relevance to enhance the employability of the youth (HEIs by 2025).
- Allow courses to be cross listed (with clearly stated pre-requisites required to opt the course) across schools/departments and different disciplines of a university (HEIs by 2025).

- Setup a process and procedures for gender sensitisation of university administration, teachers, and other students through workshops on anti-discrimination and anti-ragging policies (HEIs by 2021-2025).
- Learning Resource Accessibility: Libraries in all public and private HEIs to be made available to the local community (for limited time period in the evening) (HEIs by 2025).
- Set up specialised centres to provide additional college remedial coaching support to SEDGs to acquire academic writing, IT skills and communication (HEIs by 2025).

## **TECHNICAL SESSION –II: *Adult Education and Life Long Learning***

### **Recommendations in NEP 2020:**

The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers which greatly enhance the success of all other developmental efforts. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP.

Meanwhile, being a non-literate member of a community, has innumerable disadvantages, including the inability to: carry out basic financial transactions; compare the quality/quantity of goods purchased against the price charged; fill out forms to apply for jobs, loans, services, etc.; comprehend public circulars and articles in the news media; use conventional and electronic mail to communicate and conduct business; make use of the internet and other technology to improve one's life and profession; comprehend directions and safety directives on the street, on medicines, etc.; help children with their education; be aware of one's basic rights and responsibilities as a citizen of India; appreciate works of literature; and pursue employment in medium or high-productivity sectors that require literacy. The abilities listed here are an illustrative list of outcomes to be achieved through adoption of innovative measures for Adult Education.

Extensive field studies and analyses, both in India and across the world, clearly demonstrate that volunteerism and community involvement and mobilization are key success factors of adult literacy programmes, in conjunction with political will, organizational structure, proper planning, adequate financial support, and high-quality capacity building of educators and volunteers. Successful literacy programmes result not only in the growth of literacy among adults, but also result in increased demand for education for all children in the community, as well as greater community contribution to positive social change. The National Literacy Mission, when it was launched in 1988, was largely based on the voluntary involvement and support of the people, and resulted in significant increases in national literacy during the period of 1991–2011, including among women, and also initiated dialogue and discussions on pertinent social issues of the day.

Strong and innovative government initiatives for adult education - in particular, to facilitate community involvement and the smooth and beneficial integration of technology - will be affected as soon as possible to expedite this all-important aim of achieving 100% literacy.

First, an outstanding adult education curriculum framework will be developed by a new and well-supported constituent body of the NCERT that is dedicated to adult education, so as to develop synergy with and build upon NCERT's existing expertise in establishing outstanding curricula for literacy, numeracy, basic education, vocational skills, and beyond. The curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes: (a) foundational literacy and numeracy; (b) critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare); (c) vocational skills development (with a view towards obtaining local employment); (d) basic education (including preparatory, middle, and secondary stage equivalency); and (e) University extension programme comprising continuing/life-long education, and community-based participatory research (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills). The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children.

Second, suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. A key initiative in this direction will be to use schools/school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities. The sharing of infrastructure for school, higher, adult, and vocational education, and for other community and volunteer activities, will be critical for ensuring efficient use of both physical and human resources as well as for creating synergy among these five types of education and beyond. For these reasons, Adult Education Centres (AECs) could also be included within other public institutions such as HEIs, vocational training centres, etc.

Third, the instructors/educators will be required to deliver the curriculum framework to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework. These instructors will be trained by the National, State, and district level resource support institutions to organize and lead learning activities at Adult Education Centres, as well as coordinate with volunteer instructors. Qualified community members including from HEIs as part of each HEI's mission to engage with their local communities will be encouraged and welcomed to take a short training course and volunteer, as adult literacy instructors, or to serve as one-on-one volunteer tutors, and will be recognized for their critical service to the nation. States will also work with NGOs and other community organizations to enhance efforts towards literacy and adult education.

Fourth, all efforts will be undertaken to ensure the participation of community members in adult education. Social workers/counsellors travelling through their communities to track and ensure participation of non-enrolled students and dropouts will also be requested, during their travels, to gather data of parents, adolescents, and others interested in adult education opportunities both as learners and as teachers/tutors. The social workers/counsellors will then connect them with local Adult Education Centres (AECs). Opportunities for adult education will also be widely publicized, through advertisements and announcements and through events and initiatives of NGOs and other local organizations.

Fifth, improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions. This Policy recommends that all communities and educational institutions - schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently-abled

persons. The Central and State governments will take steps to ensure that books are made accessible and affordable to all across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas. Both public and private sector agencies/institutions will devise strategies to improve the quality and attractiveness of books published in all Indian languages. Steps will be taken to enhance online accessibility of library books and further broad basing of digital libraries. For ensuring vibrant libraries in communities and educational institutions, it will be imperative to make available adequate library staff and also devise appropriate career pathways and CPD for them. Other steps will include strengthening all existing libraries, setting up rural libraries and reading rooms in disadvantaged regions, making widely available reading material in Indian languages, opening children's libraries and mobile libraries, establishing social book clubs across India and across subjects, and fostering greater collaborations between education institutions and libraries.

Finally, technology will be leveraged to strengthen and even undertake the above initiatives. Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed, through government and philanthropic initiatives as well as through crowd sourcing and competitions. In many cases, quality adult education could thereby be conducted in an online or blended mode.

## **Proposed Implementation Strategy**

### **Objectives to be achieved**

- Achieving 100% literacy
- Outstanding adult education curriculum framework to be developed
- Suitable infrastructure for adults for providing access to adult education and lifelong learning
- Preparing instructors/educators to deliver the curriculum framework to mature learners
- HEIs to engage with their local communities
- Ensuring the participation of community members in adult education
- Strengthening HEIs to ensure adequate supply of books to cater to adult learners
- Technology to be leveraged to strengthen quality technology-based options for adult learning
- HEIs to establish their extension offices to bring the research and knowledge of the university directly to the community. Extension also provides realistic/practical solutions to the community problems.

### **Action Points**

- HEIs to share infrastructure for establishment of Adult Education Centres (HEIs by 2025).
- HEI's mission to engage with their local communities to be encouraged (HEIs by 2023)
- Faculty, students to take a short training course and volunteer, as adult literacy instructors, or to serve as one-on-one volunteer tutors (HEIs by 2023).

- Recognition for their critical service to the nation. Senior students can opt for such voluntary service as credit course(s) (HEIs by 2025).
- HEIs to run special drives for adult literacy by undertaking such projects including technology integration (HEIs by 2025).
- National Digital Library initiative to address the objective of adult education (HEIs by 2025).

### **TECHNICAL SESSION –III: *Promotion of Indian Languages, Arts and Culture***

#### **Recommendations in NEP 2020:**

India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artefacts, heritage sites, and more. Crores of people from around the world partake in, enjoy, and benefit from this cultural wealth daily, in the form of visiting India for tourism, experiencing Indian hospitality, purchasing India's handicrafts and handmade textiles, reading the classical literature of India, practicing yoga and meditation, being inspired by Indian philosophy, participating in India's unique festivals, appreciating India's diverse music and art, and watching Indian films, amongst many other aspects. It is this cultural and natural wealth that truly makes India, "Incredible India", as per India's tourism slogan. The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for the nation's identity as well as for its economy.

The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being.

The arts form a major medium for imparting culture. The arts - besides strengthening cultural identity, awareness, and uplifting societies - are well known to enhance cognitive and creative abilities in individuals and increase individual happiness. The happiness/well-being, cognitive development, and cultural identity of individuals are important reasons that Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education.

Language, of course, is inextricably linked to art and culture. Different languages 'see' the world differently, and the structure of a language, therefore, determines a native speaker's perception of experience. In particular, languages influence the way people of a given culture speak with others, including with family members, authority figures, peers, and strangers, and influence the tone of conversation. The tone, perception of experience, and familiarity/ 'apnapan' inherent in conversations among speakers of a common language are a reflection and record of a culture. Culture is, thus, encased in our languages. Art, in the form of literature, plays, music, film, etc. cannot be fully appreciated without language. In order to preserve and promote culture, one must preserve and promote a culture's languages.

Unfortunately, Indian languages have not received their due attention and care, with the country losing over 220 languages in the last 50 years alone. UNESCO has declared 197 Indian languages as 'endangered'. Various unscripted languages are particularly in danger of becoming extinct. When senior member(s) of a tribe or community that speak such languages pass away, these languages often perish with them; too often, no concerted actions or measures are taken to preserve or record these rich languages/expressions of culture.

Moreover, even those languages of India that are not officially on such endangered lists, such as the 22 languages of Eighth Schedule of the Constitution of India, are facing serious difficulties on many fronts. Teaching and learning of Indian languages need to be integrated with school and higher education at every level. For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc. Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages. Enabling such learning materials, print materials, and translations of important materials from world languages, and constantly updating vocabularies, are carried out by countries around the world for languages such as English, French, German, Hebrew, Korean, and Japanese. However, India has remained quite slow in producing such learning and print materials and dictionaries to help keep its languages optimally vibrant and current with integrity.

Additionally, there has been a severe scarcity of skilled language teachers in India, despite various measures being taken. Language-teaching too must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language. Languages must be used more extensively for conversation and for teaching-learning.

A number of initiatives to foster languages, arts, and culture in school children have been discussed in Chapter 4 of NEP-2020, which include a greater emphasis on music, arts, and crafts throughout all levels of school; early implementation of the three-language formula to promote multilingualism; teaching in the home/local language wherever possible; conducting more experiential language learning; the hiring of outstanding local artists, writers, crafts-persons, and other experts as master instructors in various subjects of local expertise; accurate inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sports, whenever relevant; and a much greater flexibility in the curriculum, especially in secondary schools and in higher education, so that students can choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths.

To enable the key latter initiatives, a number of further actions will be taken in tandem at the higher education level and beyond. First, to develop and teach many of the courses of the type mentioned above, an excellent team of teachers and faculty will have to be developed. Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be launched and developed across the country, and degrees including 4-year B.Ed. dual degrees will be developed in these subjects. These departments and programmes will, in particular help to develop a large cadre of high-quality language teachers - as well as teachers of art, music, philosophy and writing - who will be needed around the country to carry out this Policy. The NRF will fund quality research in all these areas. Outstanding local artists and crafts-persons will be hired as guest faculty to promote local music, art, languages, and handicraft, and to ensure that students are aware of the culture and local knowledge where they study. Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country.



More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages. Private HEIs too will be encouraged and incentivized to use Indian languages as medium of instruction and/or offer bilingual programmes. Four-year B.Ed. dual degree programmes offered bilingually will also help, e.g. in training cadres of science and mathematics teachers to teach science bilingually at schools across the country.

High-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design within the higher education system will also be created. In order to preserve and promote its art and culture, develop high-quality materials in various Indian languages, conserve artefacts, develop highly qualified individuals to curate and run museums and heritage or tourist sites, thereby also vastly strengthening the tourism industry.

The Policy recognizes that the knowledge of the rich diversity of India should be imbibed first hand by learners. This would mean including simple activities, like touring by students to different parts of the country, which will not only give a boost to tourism but will also lead to an understanding and appreciation of diversity, culture, traditions and knowledge of different parts of India. Towards this direction under 'Ek Bharat Shrestha Bharat', 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations and their history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas.

Creating such programmes and degrees in higher education, across the arts, languages, and humanities, will also come with expanded high-quality opportunities for employment that can make effective use of these qualifications. There are already hundreds of Academies, museums, art galleries, and heritage sites in dire need of qualified individuals for their effective functioning. As positions are filled with suitably qualified candidates, and further artefacts are procured and conserved, additional museums, including virtual museums/e-museums, galleries, and heritage sites may contribute to the conservation of our heritage as well as to India's tourism industry.

India will also urgently expand its translation and interpretation efforts in order to make high quality learning materials and other important written and spoken material available to the public in various Indian and foreign languages. For this, an Indian Institute of Translation and Interpretation (IITI) will be established. Such an institute would provide a truly important service for the country, as well as employ numerous multilingual language and subject experts, and experts in translation and interpretation, which will help to promote all Indian languages. The IITI shall also make extensive use of technology to aid in its translation and interpretation efforts. The IITI could naturally grow with time, and be housed in multiple locations including in HEIs to facilitate collaborations with other research departments as demand and the number of qualified candidates grows.

Due to its vast and significant contributions and literature across genres and subjects, its cultural significance, and its scientific nature, rather than being restricted to single-stream Sanskrit Pathshalas and Universities, Sanskrit will be mainstreamed with strong offerings in school - including as one of the language options in the three-language formula - as well as in higher education. It will be taught not in isolation, but in interesting and innovative ways, and connected to other contemporary and relevant subjects such as mathematics, astronomy, philosophy, linguistics, dramatics, yoga, etc. Thus, in consonance with the rest of this policy, Sanskrit Universities too will move towards becoming large multidisciplinary institutions of higher learning. Departments of Sanskrit that conduct teaching and outstanding interdisciplinary research on Sanskrit and Sanskrit Knowledge Systems will be established/strengthened across the new multidisciplinary higher education system. Sanskrit will become a natural part of a

holistic multidisciplinary higher education if a student so chooses. Sanskrit teachers in large numbers will be professionalized across the country in mission mode through the offering of 4-year integrated multidisciplinary B.Ed. dual degrees in education and Sanskrit.

India will similarly expand its institutes and universities studying all classical languages and literature, with strong efforts to collect, preserve, translate, and study the tens of thousands of manuscripts that have not yet received their due attention. Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened, with adequate training given to large new batches of students to study, in particular, the large numbers of manuscripts and their interrelations with other subjects. Classical language institutes will aim to be merged with universities, while maintaining their autonomy, so that faculty may work, and students too may be trained as part of robust and rigorous multidisciplinary programmes. Universities dedicated to languages will become multidisciplinary, towards the same end; where relevant, they may then also offer B.Ed. dual degrees in education and a language, to develop outstanding language teachers in that language. Further, it is also proposed that a new institution for Languages will be established. National Institute (or Institutes) for Pali, Persian and Prakrit will also be set up within a university campus. Similar initiatives will be carried out for institutes and universities studying Indian arts, art history, and Indology. Research for outstanding work in all these areas will be supported by the NRF.

Efforts to preserve and promote all Indian languages including classical, tribal and endangered languages will be taken on with new vigour. Technology and crowdsourcing, with extensive participation of the people, will play a crucial role in these efforts.

For each of the languages mentioned in the Eighth Schedule of the Constitution of India, Academies will be established consisting of some of the greatest scholars and native speakers to determine simple yet accurate vocabulary for the latest concepts, and to release the latest dictionaries on a regular basis (analogous to the successful efforts for many other languages around the world). The Academies would also consult with each other, and in some cases take the best suggestions from the public, in order to construct these dictionaries attempting to adopt common words whenever possible. These dictionaries would be widely disseminated, for use in education, journalism, writing, speechmaking, and beyond, and would be available on the web as well as in book form. These Academies for Eighth Schedule languages will be established by the Central Government in consultation or collaboration with State Governments. Academies for other highly spoken Indian languages may also be similarly established by the Centre and/or States.

All languages in India, and their associated arts and culture will be documented through a web-based platform/portal/wiki, in order to preserve endangered and all Indian languages and their associated rich local arts and culture. The platform will contain videos, dictionaries, recordings, and more, of people (especially elders) speaking the language, telling stories, reciting poetry, and performing plays, folk songs and dances, and more. People from across the country will be invited to contribute to these efforts by adding relevant material onto these platforms/portals/wikis. Universities and their research teams will work with each other and with communities across the country towards enriching such platforms. These preservation efforts, and the associated research projects, e.g., in history, archaeology, linguistics, etc., will be funded by the NRF.

Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters and/or within the higher education system will be established. The promotion of Indian languages is possible only if they are used regularly and if they are used for teaching and learning. Incentives, such as prizes for outstanding poetry and prose in Indian languages across categories, will be established to ensure vibrant poetry, novels, nonfiction books, textbooks, journalism, and other works in all Indian languages. Proficiency in Indian languages will be included as part of qualification parameters for employment opportunities.

## **Proposed Implementation Strategy**

### **Objectives to be achieved**

- To develop and support high-quality HEIs that teach in local/Indian languages or bilingually.
- Preservation and Promotion of India's cultural wealth.
- Building a positive cultural identity and self-esteem in students.
- Promotion of Indian languages (Multiple languages) to promote learning ability.
- To develop high quality learning and print material in Indian languages.
- Producing skilled language teachers.
- Developing cultural awareness, appreciation, and expression amongst learners by identifying knowledge of Indian language as a competency to be inculcated through education.
- Hiring and engaging experts artisans, craftsperson and artists as guest faculty or master instructors to impart the knowledge and instructions in courses related to locally relevant arts, and crafts being offered by HEIs.
- Enhancing cultural awareness and appreciation of students through cultural exchange programmes and educational visits across the different states of the country providing impetus to tourism industry.
- Promoting translations, interpretations and update of vocabularies in various Indian languages.
- Establishment of Institutions of Translations and Interpretation and Language Academies for preserving and promoting Indian languages and culture while assimilating language education in multi-disciplinary educational model.
- Preservation of Indian languages and associated culture through documentation of all languages, particularly endangered languages in India, and their associated arts and culture through web-based platform.
- Insitution of scholarships and incentives to promote the study and expression of Indian languages, art and culture in different forms and modes.

### **Action Points**

- HEIs to recognize the importance of knowledge of culture and Arts in shaping nation's identity and economy, thus include acquiring knowledge and proficiency in any of the Indian languages as a graduate attribute and promote it as a competency to be acquired by the graduates of their institution (HEIs by 2021)
- Quality learning resources in English should be made available in local/Braille/India Sign Languages (HEIs by 2025).
- HEIs, including private HEIs to be encouraged to use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages.
- HEIs to develop and launch strong departments and programmes in Indian languages including Sanskrit, comparative literature, creative writing, arts, music, philosophy, etc. across the country and including 4 year B.Ed. dual degrees to be developed in these subjects and offered bilingually in all subjects including in subjects like teaching of science and mathematics.
- Develop 4 year integrated bilingual B.Ed programme:

- Language teaching must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language.
- Teachers need to be trained to communicate about their respective discipline and research in local languages (HEIs by 2025).
- HEIs to hire outstanding local artists, writers, crafts-persons, and other experts as master instructors and guest faculty in various subjects of local expertise for accurate inclusion of traditional Indian knowledge including tribal and other local knowledge into the curriculum, across disciplines. (HEIs by 2025)
- Every HEI to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country and promote experiential learning. (HEIs by 2025).
- In order to preserve and promote its art and culture, HEIs to develop high-quality materials in various Indian languages, conserve artefacts, develop highly qualified individuals to curate and run museums and heritage or tourist sites, thereby also vastly strengthening the tourism industry. (HEIs by 2025)
- HEIs can extend their resources for procuring and conserving artefacts, additional museums, including virtual museums/e-museums, galleries, and heritage sites which may contribute to the conservation of our heritage as well as to India's tourism industry. (HEIs by 2025)
- Under 'Ek Bharat Shrestha Bharat', 100 tourist destinations in the country will be identified by the government where educational institutions will send students to study these destinations and their history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas. (Central & State Governments and HEIs by 2025).
- Establishment of Indian Institute of Translation and Interpretation (IITI). The IITI shall use technology to aid in its translation and interpretation efforts (Central Governments by 2022).
- Transforming Sanskrit Universities into multi-disciplinary institutions to make Sanskrit a natural part of a holistic multidisciplinary higher education. Sanskrit teachers in large numbers will be professionalized across the country in mission mode through the offering of 4-year integrated multidisciplinary B.Ed. dual degrees in education and Sanskrit (HEIs by 2025).
- Establishment of National Institute (or Institutes) for Pali, Persian and Prakrit. (Central Government by 2022)
- Language academies to be established for each of the languages mentioned in the Eighth Schedule of the Constitution of India consisting of some of the greatest scholars and native speakers to determine simple yet accurate vocabulary for the latest concepts and to release the latest dictionaries on a regular basis (analogous to the successful efforts for many other languages around the world) (Central Government by 2022).

- All languages in India, and their associated arts and culture to be documented through a web-based platform/portal/wiki in the form of videos, dictionaries, recordings of people (especially elders) speaking the language, telling stories, reciting poetry, and performing plays, folk songs and dances, and more (Central Government by 2022).
- HEIs and their research teams to work with each other and with communities across the country towards enriching such platforms (HEIs by 2023).
- National Research Foundation and State Research Foundation to have projects specifically focused on preservation and propagation of Indian arts, crafts, historical artefacts, languages etc., (NRF by 2023).
- Interested individuals (skilled practitioners) or corporations (including start-ups) also to be allowed to pitch for such projects along with HEIs and faculty members (HEIs by 2023).
- National Educational Technology Forum (NETF) to also coordinate research projects at the intersection of Ed. Tech and Indian Classical/Endangered/Tribal Languages and Arts/culture, as well as for enabling access to SEDG (including Divyangs)(NETF by 2023).
- Establishment of Fellowships and Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters and/or within the higher education system will be established (Central Government by 2023).
- Inclusion of proficiency in Indian languages as part of qualification parameters for employment opportunities (Central & State Governments by 2021).
- Efforts using technology and crowdsourcing to preserve and promote all Indian languages, including classical, tribal and endangered languages (Government, Centre and State by 2025).
- Design high-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design within the higher education (HEIs by 2025).
- Design multi-disciplinary courses Sanskrit and other Classical languages; connected to other contemporary and relevant subjects such as mathematics, astronomy, philosophy, linguistics, dramatics, yoga.  
\*Students should be mandated to take a few sets of language courses particularly in 4-year programmes (HEIs by 2025)
- Incentives, prizes for outstanding poetry and literature in Indian languages (Central and State Government by 2023\*).
- Classical language institutions to be merged with universities while maintaining their autonomy (Central Government by 2023).
- Create high quality employment for the students studying Art, Culture and Languages (Central and State Government by 2023).

